**Clarifying Learning Intentions and Sharing Criteria for Success**

Research

* Teacher clarity and explanation of intention ranked as the 8th (of 138) most important contributor to learning. Hattie (2009)

Techniques to Clarify Learning Intentions

* Record and post learning intentions.
* Put each learning intention into a bigger picture of “why” students might want to learn it.
* Keep bring students’ focus back to the learning intentions during the lesson/ task.
* Criteria is what is important or what counts in an activity or task. Students of all ages need a clear understanding of the criteria by which--AND the level to which--their work will be assessed.
* Students can understand the differences in 4 levels of performance...not 100 (which is what giving a percentage is).
* Using previously collected samples of a task (models at each level of performance), lead the class in creating a rubric with aspect criteria and levels of performances for each criterion, and hand it out prior to the task--this process will build ownership and clarity of expectation.
* Build a rubric for tasks that the students will do repeatedly...that way you can use the same rubric each time and students will know from the previous assessment what they need to do to improve the next time.

Resources Related to Beliefs

1. *Designing Effective Science Instruction*, Anne Tweed.

Chapter 4: Strategy 1: Believe All Students Can Learn

Resources Related to Learning Targets

1. *Advancing Formative Assessment In Every Classroom* Connie Moss and Susan Brookhart

Chapter 2: Sharing Learning Targets and Criteria for Success (pages 24-43).

Additional Resources Related to Learning Targets

Moss, C.M., Brookhart, S.M., Long, B.A. *Knowing Your Learning Target.* Educational Leadership March 2011, volume 68, no. 6, 66-69.

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**General Formative Assessment Resources**

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Education: Principles, Policy and Practice, 5, 7-73.

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Black, P.J. & Wiliam, D. (1998b) *Inside the black box : Raising standards through classroom assessment.* Phi Delta Kappan, 80, 139-48.

Black, P.J., Harrison, C., Lee, C., Marshall, B., and Wiliam, D. (2002). [*Working inside the black box: Assessment for learning in the classroom.*](http://eprints.ioe.ac.uk/1134/) London, UK: King’s College London School of Education.

Chappuis, S. and Stiggins, R.J. (2002) *Classroom Assessment for Learning.* Educational Leadership, September.

Davies, A. *Involving students in communicating about their learning.* NASSP Bulletin Vol.85 No. 821, January 2001.

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Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. *Classroom Assessment: Minute by Minute, Day by Day.* Educational Leadership November 2005, Vol. 63, No. 3.

Popham, W. *Formative Assessment- A Process, Not a Test* Published Online- February 22, 2011. Volume 30, Issue 21, Page 35.

Popham, W., *Seven stepping stones to success*. Principal Leadership. September 2008.

Popham, W. (2008) *Transformative Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.